REMOTE INCLUSION

Creating remote inclusive pedagogy requires reflection on the details of the moment, close attention to the general practices of inclusion, and further reflection. Follow these prompts to help build a practice that can withstand shocks.

1. What is currently disrupting society, universities, and my classroom? How does it affect me? What are my honest thoughts about this disruption? How do I feel about people who think differently about this situation?

5. How is flexibility built into the design of my course? What are different ways students can achieve the learning objectives and demonstrate their achievement?

2. How might this disruption impact students who are different from and similar to me? Where can I learn more about the impact of it on various communities that are different from mine?

6. Are my slides accessible? Have I used the suggestions from this page: digitalaccessibility.uchicago.edu/resources/best-practices/?

3. What strategies will I use to assess the needs of my students? Will I send a survey, conduct a mid-quarter review, talk to students during office hours, etc.? Given the situation, what resources do I think some students may require?

7. How will students connect to each other and establish their presence in my course?

4. What is the learning path of my course? How do I expect students to find content, work with it, and submit it? How will I describe this to students?

8. Would it be useful for me to send students an anonymous survey to find out what is working and what to consider changing? If so, when would be an ideal time to send it?